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| Literacy standards | 4 | 3 | 2 | 1 |
| Develop the topic thoroughly by selecting the most significant and relevant **facts, extended definitions, concrete details, quotations**, or other **information and examples** appropriate to the audience's knowledge of the topic. (CCSS: WHST.9-10.2b) (**Content**) | Facts, details, and information used to support claims are “correct,” unique and well developed; appropriately interpreted; and expertly explained.  Evidence and analysis insightfully support each claim. | Facts, details, and information used to support claims are “correct,” appropriately interpreted, and adequately explained.  Evidence and analysis clearly support each claim. | Facts, details, and information used to support claims are mostly correct, somewhat interpreted correctly, and somewhat explained adequately.  Evidence for claim is present while analysis is attempted. | Facts, details, and information used to support claims are incorrect, or misinterpreted and applied.  No evidence and / or analysis is attempted. |
| Introduce a precise claim and create an organization that establishes clear relationships among the claim, reasons, and evidence. (CCSS: WHST.9 -10.1a) (**Organization**)  Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, and between reasons and evidence. (CCSS: WHST.9 - 10.1c) (**Organization**)  Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS: WHST.9 -10.1e) (**Organization**) | Claims address topics. They are engaging and sophisticated and clearly established and sustained throughout each entry.  Ideas are clearly, purposely, logically, and smoothly connected using sophisticated transitional words and phrases.  **Conclusions** effectively review the most important points by synthesizing the information previously presented. | Claims address topics. They are clearly established and sustained.  Ideas are connected in a functional arrangement of content that sustains a logical order using transition words and phrases.  **Conclusions** review the most important points and tie the ideas together adequately. | Claims are hard to find and must be inferred; the writer struggled with narrowing the topic.  Ideas are connected inconsistently through the use of illogical transition words and phrases.  C**onclusions** recall some important points but do not tie ideas together adequately. | There are no claims. The reader is not sure what the topic was.  There is little or no attempt to connect ideas and information in a logical order.  **Conclusions** do not review the main points. |